

21st Century Soldier Competencies

- **Character and accountability**
- **Comprehensive fitness**
- Adaptability and initiative
- Lifelong learner (includes digital literacy)
- **Teamwork and collaboration**
- Communication and engagement (oral, written, negotiation)
- Critical thinking and problem solving
- Cultural and joint, interagency, intergovernmental, and multinational competence
- Tactical and technical competence (full spectrum capable)

Strength Maintenance Training Center

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Method of Instruction: CO

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power point

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DATE PREPARED: 5 December 2014

LEARNING OUTCOME: The goal of this lesson is to provide a foundation that students can use to develop their leadership skills. This foundation will include defining what it means for an RRNCO to be a leader and the basic responsibilities that the RRNCO will have to complete as a leader.

At the conclusion of this lesson, students should be able to apply these fundamentals into being a leader. They will also have an understanding of how to counsel Soldiers and provide both positive and negative feedback to Soldiers in a constructive manner.

This lesson is associated with the following 21st Century Soldier Competencies, which should be reinforced as much as possible.

- Teamwork and Collaboration

- Character and Accountability
- Comprehensive fitness

ASSIGNED READING: N/A

INSTRUCTOR ADDITIONAL READINGS: N/A

CLASSROOM AIDS REQUIRED:

Facilitator Note: Incorporate the political, military, economic, social, infrastructure, and physical environment and time (PMESII & PT) into each lesson and classroom work as appropriate. Facilitator will illustrate them with appropriate examples from the Operating Environment (OE) as it pertains to the lesson.

Safety Requirements: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk management Worksheet during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Risk Assessment: Low : Environmental related risk assessment: No food or drink allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you may be required to power down. Use precautions with electrical equipment during thunderstorms / electrical.

Environmental Considerations: Facilitator should conduct a risk assessment to include environmental considerations IAW FM 3-34.5, Environmental Considerations (MCRP 4-11B), and ensure students are briefed on hazards and control measures. Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34-5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL – RELATED RISK ASSESSMENT.

Foreign Disclosure: FD1, No limitation.

Concrete Experience Purpose (for Facilitator prep only) The actual CE (which can be personalized) is below.

The purpose of the concrete experience is to express one of the 21st Century Soldier Competencies (Comprehensive Fitness) that is to be reinforced throughout the lesson.

NOTE: Comprehensive Fitness defined - Soldiers and leaders develop and maintain individual, as well as that of their subordinates, physical, emotional, social, Family, and spiritual fitness. They display physical, mental, and emotional persistence, quickly recover from difficult situations, and exemplify the resilience necessary to fight and win in any operational situation.

You will have the students relate how Comprehensive Fitness is important in developing an RRNCO's necessary leadership skills by asking students basic questions about leadership that they have learned throughout their career that are simple enough for them to answer (review questions in CE below). Have them relate their answers to how they define themselves as NCO's/Leaders.

After questions have been answered and students have related the importance of remembering them and leadership growth, remind students that the basic leadership skills we have committed to memory serve as our foundation for leadership development.

Next, have students recite the NCO Creed (without visual aid), which will remind them of their core duties and responsibilities as an NCO/Leader. Most students will not have the entire Creed committed to memory, which adds to the dramatic effect of the actual concrete experience. After the remaining few students have finished reciting the creed, reemphasize the importance of their remembering what they learned in the past, and also always continuing to learn and develop as Senior Leaders.

Concrete Experience



Ask: What are the seven Army values? Why do you remember them and why are they important?

Say: Now that you have answered some fairly easy questions that have helped you develop as a leader, let's see how many of you know the basic leadership foundation of being an NCO.

Note: Call Students to attention and say "The NCO Creed," which will prompt them to begin. Allow the remaining students to either finish or stop them once there are only a few remaining students still reciting.

Publish and Process next slide.

Slide 2



- No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as "The Backbone of the Army". I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety.
- Competence is my watchword. My two basic responsibilities will always be uppermost in my mind -- accomplishment of my mission and the welfare of my soldiers. I will strive to remain tactically and technically proficient. I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment.
- Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers, and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. **I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!**

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Publish:

What just happened while saying the NCO Creed?

What stood out to you?

Process:

- What (if any) is the significance of what we just did?
- **To whomever it applies, ask this question:** "How did **not** knowing the NCO Creed make you feel?"
- **To whomever it applies, ask this question :** How did knowing the NCO Creed make you feel?"
- What does knowing the NCO creed and developing as a leader mean to you?



TERMINAL LEARNING OBJECTIVE

ACTION: Introduction to the Fundamentals of Army Leadership

CONDITION: In an appropriate environment, with all required resources, you are tasked to explain the fundamentals of leadership development.

STANDARD: Students will explain the fundamentals of leadership development and will score an 80% on a written examination.

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Terminal Learning Objective

Action – Introduction to the Fundamentals of Army Leadership

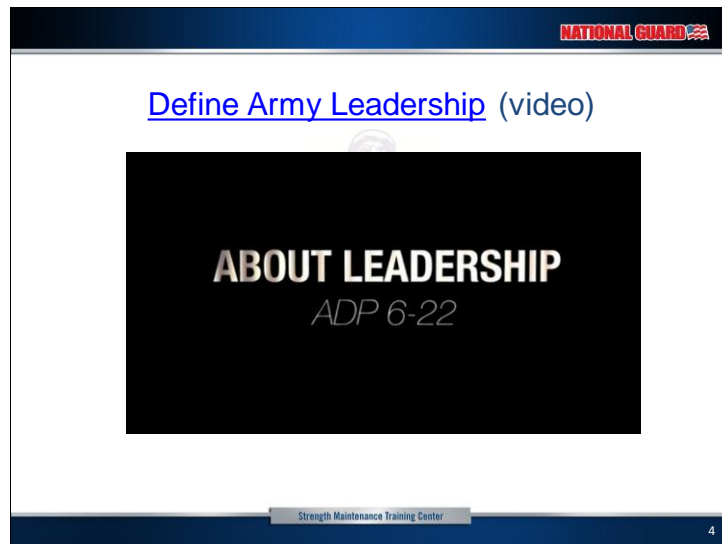
Condition – In an appropriate environment, with all required resources, you are tasked to explain the fundamentals of leadership development.

Standard – Students will explain the fundamentals of leadership development and will score an 80% on a written examination.

Note: Connect the TLO to the Concrete Experience.

Say: So what does the NCO Creed that we all just said together have to do with the Fundamentals of Army Leadership?

Slide 4



GENERALIZE NEW INFORMATION (GNI)

Learning Step Activity One - Define Army Leadership

Method of Instruction: Facilitator

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

Say: Before we play the video, I have a question? What is a leader?

Note: Silicate a few responses - then give the definition.

The Army defines a leader as, "Anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization."

Note: Load the Leadership video by clicking the link in the Slide. Video is 6 min 32 sec.

Video Introduction: Listen closely to what the Senior Leaders discuss about leadership throughout the video.

There will be questions following the video.

Say: The video sets the stage for what this lesson is all about, Leadership.

Ask: What does General Perkins say that good leaders should focus on in addition to their day-to-day mission?

Answer: They are leaders of their organization, immediate people around them, and the greater institution of the army. We need leaders to lead and focus on today - but we also need leaders to be stewards of the greater picture of the Army, and prepare Soldiers of today to eventually take their place as leaders in the future.

Ask: What does CSM Greca say that was added to the current manual (ADP 6-22) that goes "deeper" in explaining a Leader's proficiency?

Answer: In addition to being tactically and technically proficient, the current manual goes deeper and says we should also be culturally and politically proficient and should seek to understand the joint environment.

QUESTION: Can anyone think of situations, as an RRNCO, in which you would have the opportunity to motivate people inside and outside your chain of command?

Answers may vary.

QUESTION: We discussed what a leader is, now what is leadership?

Answers may vary.

The Army defines leadership as "the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization."

QUESTION: Has your experience been positive or negative? What happens to a team when the leadership is negative?

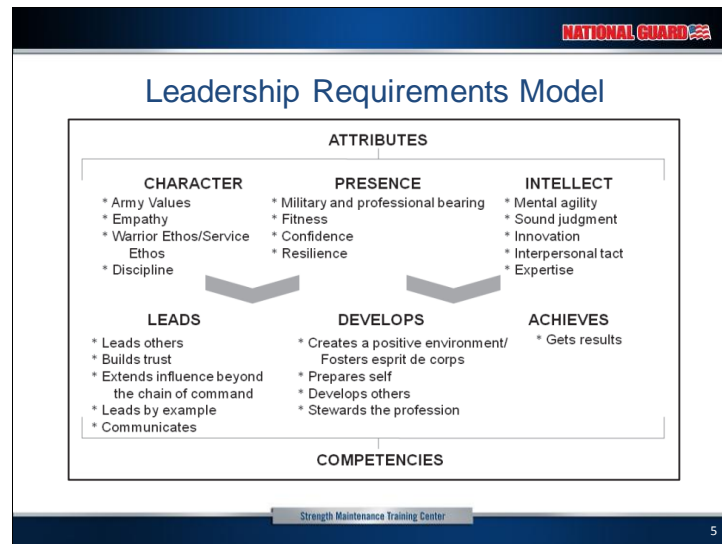
Answers may vary.

QUESTION: What is the difference between Leadership and Command?

Answer: Command is the authority that a commander in the armed forces lawfully exercises over subordinates by virtue of rank or assignment. Leadership is influencing people.

Ref: ADP 6-22 para 20.

Show next slide.



Learning Step Activity Two – Review the Leadership Requirements Model

Method of Instruction: Facilitator

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

Facilitator Note: Refer the students to page 5 in ADP 6-22 (Leadership Requirements Model).

Say: Leadership attributes are characteristics internal to a leader. These can be learned!

- *Character* is the essence of who a person is, what a person believes, how a person acts.
 “Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing.” - Abraham Lincoln
- *Presence* entails the projection of military and professional bearing, holistic fitness, confidence and resilience.
- *Intellect* affects how well a leader thinks about problems, creates solutions, makes decisions and leads others. Critical thinking.

Ask: Do you think an empathic leader is a weak leader? Why or why not?

Ask: Are each of these attributes important and necessary in Recruiting?

Answers may vary.

Say: There are three categories of competencies. The Army leader serves to lead others; to develop the environment, themselves, others and the profession as a whole; and to achieve organizational goals.

- **“Leads”** encompasses five competencies.
 - *Leads others* involves influencing Soldiers and Army Civilians in the leader’s organization.
 - *Builds trust* is an important competency to establish conditions of effective influence and for creating a positive environment.
 - *Extends influence beyond the chain of command* involves influencing others when the leader does not have designated authority or while the leader’s authority is not recognized by others, such as with unified action partners.
 - Leader actions and words comprise the competencies of *leads by example* and *communicates*. Actions speak louder than words and excellent leaders use this to serve as a role model to set the standard. Leaders communicate to convey clear understanding of what needs to be done and why.
- **“Develops”** encompasses four competencies.
 - *Create a positive environment* inspires an organizations climate and culture.
 - *Prepares self* encourages improvement in leading and other areas of leader responsibility.
 - *Develops others* to assume greater responsibility or achieve higher expertise.
 - *Stewards the profession* to maintain professional standards and effective capabilities for the future.
- **“Achieves”** encompasses one competencies.
 - *Get Results competency* relates to actions to accomplish tasks and missions on time and to standard. Getting results requires the right level of delegation, empowerment and trust balanced against mission.


Ask: How does each of the Leader Competencies fit into being a leader in Recruiting?

Answers will vary.

Ask: If a Core Competency of an Army Leader is Achieve as in “gets results,” does that mean the end justifies the means? How many of you have recruited in an environment where it didn’t matter how people were put in as long as they got the numbers?

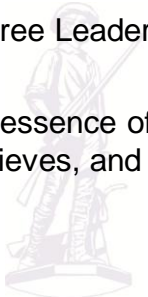
Say: Leadership – and increased proficiency in leadership – can be developed. Fundamentally, leadership develops when the individual desires to improve and invests effort, when his or her superior supports development, and when the organizational climate values learning.

Check on Learning (SEE THE NEXT TWO SLIDES)

NATIONAL GUARD 

Check on Learning

1. What are the three Leader Competencies?
2. _____ is the essence of who a person is, what a person believes, and how a person acts.



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Answers:

- Lead, Develop, Achieve
- Character



REVIEW AND SUMMARY

Method of Instruction: Facilitator
Facilitator to Student Ratio: 1:25
Time of Instruction: 30 minutes
Media: Power Point

DEVELOP

Facilitator Note: Facilitate a discussion on value and future use of the information that was just introduced.

Ask: As a NCO, why is it important for you to understand the characteristics of a good leader?

Ask: Why is Army Leadership important in Recruiting and Retention?

Ask: How can knowledge of Fundamentals of Army Leadership benefit you?

Ask: Thinking back to the NCO Creed, how does it relate to Army Leadership?

APPLY

Check on Learning:

Q-What are the three Leader Attributes?

A- Character, Presence and Intellect

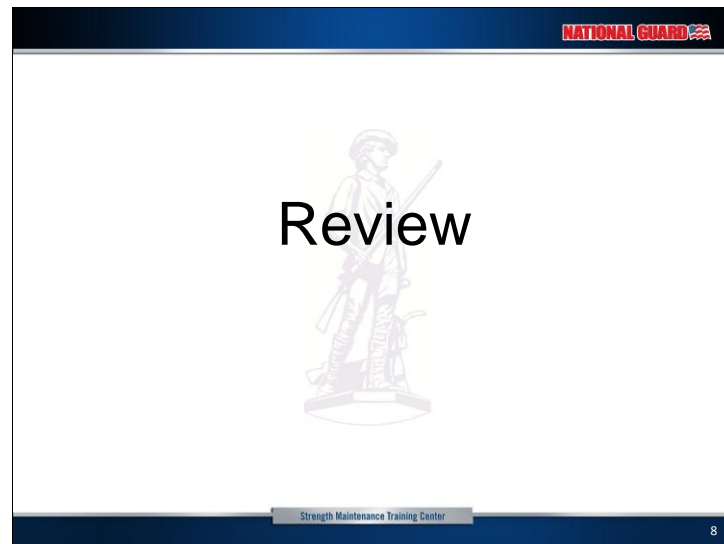
Q-What is the definition of Army Leadership?

A-Anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization.


Q-As an NCO what two basic responsibilities should always be uppermost in your mind?

A- Accomplishment of your mission and the welfare of your soldiers.

Assessment: Students will explain the fundamentals of leadership development and will score an 80% on a written examination.

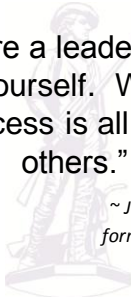


Note: During this lesson, we introduced you to the Fundamentals of Army Leadership. We defined Army Leadership and we reviewed the Leadership Requirements Model. We will be utilizing the information that we learned in this lesson again in the blocks of instruction on Employ NCO Counseling and Perform Career Planning. At this time are there any questions?

NATIONAL GUARD 

“Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.”

~ Jack Welch,
former GE chairman and CEO



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